DOCUMENT RESUME

ED 337 621 CE 059 224

AUTHOR	McKeever, Pam, Comp.
TITLE	Literacy for the Northern Workplace: A Guide for Practitioners.
INSTITUTION	Schreiber Terrace Bay Adult Learning Program (Ontario).
SPONS AGENCY	National Literacy Secretariat, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.
PUB DATE	Apr 91
NOTE	58p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adult Literacy; Basic Skills; *Community Programs; Continuing Education; Daily Living Skills; Educational Opportunities; Foreign Countries; Industrial Training; Job Skills; Labor Force; *Literacy Education; Migration; *Needs Assessment; Occupational Mobility; Older Adults; Promotion (Occupational); Task Analysis; Technological Advancement
IDENTIFIERS	Ontario; *Workplace Literacy

ABSTRACT

Workplace literacy programs are employer- and/or union-sponsored basic skills upgrading programs for workers and their families. Community-based literacy programs can support workplace programs. Several factors should be considered in Northern Ontario workplace literacy programs: (1) technological change; (2) aging population; (3) outmigration of young people; (4) limited life of some resource-based industries; (5) limited upgrading opportunities for adults; (6) skill level of the work force; (7) legislation; and (8) changing global markets. There are a number of time, cost, societal, and educational issues for both employers and employees when considering literacy programs. The organizational needs assessment (ONA) is the foundation on which a company can build a workplace literacy program. An ONA involves learning about and contacting a company and developing an action plan. There are two main parts of an ONA: the tour of the workplace and the interviews with employees. Once this information is recorded, recommendations and a literacy task analysis may then be prepared. Finally, in setting up a training program, the partners and the trainers must be identified. (A sample action plan and a case study are included. An appendix contains the following: job description for workplace literacy coordinates, time sheet, contact sheet, criteria for choosing instructors, questions for ONA, training needs assessment questionnaire, a paper on what makes northern literacy programs unique, three charts, a quiz on tomorrow's workforce, and a list of sources.) (NLA)

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Literacy for the Northern Workplace

A Guide for Practitioners

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Funding for this project was provided by:
Ministry of Education, Literacy Branch, Ontario
and
National Literacy Secretariat, Multiculturalism and Citizenship
Canada

April 1991

Literacy in the Northern Workplace: A Practitioners' Guide

Introduction

In May and June 1988, the Ministry of Skills Development in Ontario offered a unique opportunity for literacy workers and others to participate in a Workplace Literacy Institute at George Brown College. The program for the Institute was excellent. This handbook is based on the course content of the Institute. I was at the Institute and as I listened and learned, I became more and more excited about the opportunities workplace literacy presented for my region.

There was a feeling among northern people who attended that some of the material needed adaptation to be more useful to those working in the North. There are definite differences between the huge multi-cultural workplaces of the cities and the smaller, often resource-based, workplaces in the isolated communities of the hinterland. This handbook is intended as a guide for northern literacy workers to learn more about workplace literacy and develop some practical skills for the establishment of workplace literacy programs.

Northern Ontario is a vast region. Travel is often difficult and there are times when we all believe humourist Arthur Black's definition of the northern part of this province as "nine months of winter and three months of tough sledding". The weather and the seasons do present real problems. But they have also shaped us in positive ways. This handbook will show some of the ways we adapt to distances and to the unique problems and opportunities of our region.

Woven into this work is material developed at training workshops held in Dryden and Sudbury for people working in community-based literacy programs in Northwestern and Northeastern Ontario. Literacy workers in the northern literacy programs wanted to learn about workplace literacy and came together to explore the issues. Their thoughts and plans are part of the fabric of this work.

Exploring the links between community-based literacy and workplace literacy was an important part of the workshops. In our region, the limited educational opportunities for adults makes it essential that programs co-operate and support each other whenever possible. Although many community literacy workers were hesitant to further strain the resources of their programs, the feeling was that workplace literacy was a positive direction for the field.

This project was funded by the Literacy Secretariat, Multiculturalism and Citizenship Canada and the Ontario Ministry of Education, Community and Workplace Literacy Branch. The Schreiber Terrace Bay Adult Learning Program received funding to hire staff and ensure that the project was completed.

Special thanks to Audrey Anderson, Glenda Lewe, and Sue Waugh for their valuable work in the field and their willingness to share their expertise.

I hope this handbook is helpful.

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Literacy for the Northern Workplace: A Practitioners' Guide

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Chapter One

What is Workplace Literacy?

Community-based literacy workers often define literacy as having the skills to be confident and competent in the everyday tasks of life. The same definition can apply in the workplace. Just insert the word 'workplace' before 'tasks'. Everyone would like to be confident and competent in everyday workplace tasks. But the tasks often change in the modern workplace. Promotion, technological change, new products and processes, retraining, moving to new places and new jobs; all are a part of the workplace scene in the 1990's and will make new demands on workers.

Glenda Lewe defines workplace literacy programs as **"employer and/or union sponsored basic skills upgrading programs delivered in or near the workplace for workers or for workers and their families."**

The program may involve:

- .work related content
- .provision of paid time by the employer and the employee
- .organized classroom activity
- .peer tutors or paid teachers
- .special training for specific tasks
- .general literacy and numeracy work
- .anything identified by an organizational needs assessment as a training need for the workplace or the employer

Learning at work is not a new concept. Vocational education, apprenticeship, employee training programs, Frontier College's labourer -teacher model and many others are well established. But the 1990's bring new challenges to workplace trainers and teachers. The skills many workers needed in the 1970's and 80's may not be enough to adapt to the rapidly changing workplace of the 90's. The miner who started underground in the 60's with a shovel and a strong back may now be running a machine by remote control with a computer keyboard. As the workplace changes, so do the demands made on workers and on employers. Reading a manual to operate the new scoop tram in an underground mine may require literacy skills that the strong-backed kid with the shovel has never used.

There are many similarities between the kind of teaching we do in the one-to-one community-based model and the kind of teaching we need for the workplace. In some workplaces, certain people are teaching all the time. Workers know who will help them and go to

those people regularly to learn new things. This informal workplace teaching is very like the **community-based** model. A tutor responds to a person's desire **to learn a particular** thing.

But there are other things to consider about basic skills training in the workplace.

Glenda Lewe' has outlined the following factors which determine the shape of a program:

1. The nature of the workplace

2. The degree of technological change taking place in the workplace

3. The extent to which there is a support network in the work community and the extent to which it is known and used.

4. The complexity of the literacy needs in the workplace.

"Most workplace literacy programs focus on reading and writing for the job. Reading for school or leisure is very different. On the job, people "read to do". Reading for immediate information and reading to problem solve do not require long-term memory."

At school we learned to read for information because we were going to be tested. We needed to retain the information until the next exam. Most of what we learned, we did not use in our everyday lives.

Workplace reading is often a short episode to get particular information which has immediate meaning for the work at hand. I think of this as the kind of reading I do when I cook. I always refer to the recipe but I really know the material fairly well and it's all familiar to me. I don't "learn" it because I can refer to it again the next time. I just scan for the quantity or the ingredient that I have not memorized. Scanning, skimming, looking for key words or numbers, using indexes, reading for problem-solving - all these skills can be taught in the workplace context.

We have to develop innovative ways to teach the reading skills people need in the workplace. Any reading will improve literacy skills. But learning at work needs to be specific and useful both to the worker and to the employer.

Chapter Two

Marketing: What do you have to offer?

Marketing

What do you have to sell?

In many small communities, the community-based literacy program may be the only basic skills program available to adults. The people who work in the program, (the co-ordinator and the trained volunteer tutors), have experience which is valuable to the community and to the field of workplace literacy. You might wish to consider your skills and experience as something you have to sell. However, you must evaluate whether the resources of your program can be stretched to include workplace literacy as a new area of focus.

Listed here are some ways that community programs can support workplace programs. Many of these things can be done in the regular work of a literacy program; others will require extra effort in areas where you may not be very experienced.

Who are your potential customers?

Employers:

* inform employers about literacy issues and programs
* provide them with specific information about assessing need, funding, operating a workplace literacy program
* act as a liaison between management level and learners
* provide a resource centre and first contact for employers
* act as an intermediary for employers; assess the need, advise about funding, operate a workplace program

Industrial and Company Trainers:

* educate trainers about the learner-centred approach and the holistic nature of literacy. Training might include:
  - -adult learning principles
  - -learning styles
  - -presentation of material
  - -plain writing
  - -involving learners in the development of training materials
  - -facilitation skills
  - -use of audio-visual materials
  - -empowering learners
* inform trainers about your own or other services available to provide workplace literacy needs assessments, programs and materials development services

Workers:

* form worker/learner groups for the purpose of developing training programs at the workplace

* provide workplace-related training within the one-to-one tutoring model in the community program
* inform them about Workplace Literacy programs available in the region; models, who to contact, options, funding

Do you want to sell?

Community-based programs may be perceived to be very different from workplace literacy programs. There may be some basic differences in philosophy which may make community-based people hesitate to become involved in the workplace. The following list outlines some of the differences between workplace and community-based literacy programs perceived by community-based literacy workers.

COMMUNITY BASED	WORKPLACE
service oriented	results based
measurable change is defined differently	employer needs to see a measurable change in the worker
continuous intake and participation	program runs for a specified time period
volunteer tutors	paid instuctors
learning is often for generic purposes	learning is for a specified task
1 to 1 instruction	group instruction
program is learner centred	participants all have similar goals
program is openly accessible	program is accessible only to employees
instructors play a facilitative role	instructors are trainers, not facilitators
program control comes from learner	program control comes from management, union, workers
participation is voluntary	pressures or incentives to participate may or may not exist
a degree of learner anonymity is maintained	there's more to consider when assessing what a participant stands to gain or lose
program is dependent on community supports	program is not closely connected to community
curriculum is learner-specific	curriculum is job-specific
program development is based on assessment of individual needs	program development is based on organizational and individual needs assessment with focus on way things in the workplace are connected

How can you publicize your product?

* professional looking brochures announcing your services
* quotes from satisfied customers
* public presentations
* newspaper articles, radio, TV
* direct contact with employers
* information mailings followed up with personal calls
* cold calls, warm calls

What will it cost?

How will the project be funded? Who will pay and how much?

How much it will cost depends on many variables:

- .the time you put into a needs assessment
- .what services you will offer
- .whether you take the process beyond the needs assessment
- .whether you will be delivering the training
- .whether training is offered to individuals or groups of employees
- .whether your program can subsidize the training or the needs assessment i.e. pay your salary or provide materials
- .current situation in grants available for workplace literacy programs

The ALBSU book Setting Up Workplace and Basic Skills Training offers a rough guide. They suggest that you would spend about 130 hours setting up and teaching a 60 hour course.

Teaching	60 hours
Material Development	30 hours
Interviewing	10 hours
Research & negotiation	20 hours
Meetings, evaluation	10 hours
	130 hours plus admin and travel time

Chapter Three

Researching Workplace Needs

What are the issues in the northern workplace?

Why should we be considering workplace literacy programs?

Technological Change:
As community-based literacy workers in Northern Ontario, we have found that much of our work with learners relates to their work. For example, the introduction of computerized production in mines and mills in the North has meant that literacy workers have had to learn about computers themselves to help their worker/learners.

Aging Population:
As the population of the north ages, fewer young people will be entering the workforce. Statistitians estimate that 75% of those in the workforce in the year 2000 are already working. Employers will have to make the most of those workers they already have.

Out-migration of young people:
Young people beginning their careers are moving away from the north for the education and career opportunities available in the big population centres.

Limited life of some resource-based industries:
Most mines can predict when they will close. Unless our forest harvesting and regeneration techniques improve the forests will not sustain communities forever.

Limited up-grading opportunities for adults:
Most workers in small towns have limited opportunity for education advancement in the community. Community-based literacy programs provide basic skills tutoring in some towns. The Independent Learning Centre, Ministry of Education, Ontario provides high-school courses free. Contact North, the distance education network, has sites in most communities and offers post-secondary courses but the choices are fairly narrow.

Skills level of the workforce:
In most northern communities, more than 50% of the existing workforce has less than Grade 12. In the chart section of the appendix are some statistics prepared by Quetico Centre which show the education levels of the workforce in some northern towns.

Legislation:
Employers are being legislated to train workers particularly in areas of Health and Safety. The training required for the Workplace Hazardous Materials Information System has been a difficult experience for many employers. Joint Health and Safety Committee legislation has increased the need for communication skills for both employers and employees.

Changing Global Markets:
As the trading world becomes "smaller", world market forces have more impact on the resource-based communities of the north. If the Swedish krona rises or falls on the money markets of the world, the results are felt in logging towns in the north of Ontario. Need for increased competitiveness is the result.

Researching Workplace Needs

What are the issues for employers?

The following questions are the ones employers asked most often when they were approached by literacy workers in Northeastern and Northwestern Ontario.

"How much will it cost?"
You can figure out beforehand how much the needs assessment will cost. You know what grants are available and how much your time will cost. Work it out and be ready with a solid answer. Some assessments can be done in a few weeks; others may take months. But you cannot know how much a workplace training course will cost until the needs assessment has been done. You can tell them about available grant programs for employers and other possible funding sources.

"How much time will it take?"
You can answer this question within limits once you have entered the negotiation process. Estimate how long a needs assessment will take on the basis of data from other WPL programs, whose time will be involved, how long it will take you to gather the data and write a report. Some ONA's can be done in three weeks; others may take months. It depends on time available, the nature of the workplace and the workforce and how quickly the company wants to get it done. Remember, the employer is most interested in how long his workforce will be off the job to do this project especially if paid-time-off is part of the agreement.

"We're already spending a fortune training our people in WHMIS and all the other things the government tells us we have to do. Why would we want another training program?"
Talk about the benefits of literacy to the employees. Ask if they have new equipment on which people need training . Talk about raising literacy skill levels and the impact of that on other training. Get some handouts ready with quotes from other corporations about the value of increased basic skills. You might also answer this question with some comments about increased productivity and decreased accidents if you have data to back it up.

"The schools should do it!"
This is difficult and the answer will vary depending on where you live and how involved your school board and community college are in adult education and retraining. Avoid discussion about what is wrong with the school system. Focus on the issues of:

.changing technology
.out-migration of the young people from the region
.new workplace challenges including occupational health and safety legislation which requires more worker participation
.numbers of new workers coming out of the school system is decreasing (i.e. 75% of the workforce for the year 2000 are already working).

Another discussion which might arise from this question is the difference between the demands of the workplace and the learning offered at the schools. Learning in the workplace is job-related and curriculum can relate directly to how people do their jobs. For many adults, work-related learning is meaningful, and therefore easier, than formal school learning.

If we train them, they'll leave for better jobs somewhere else."
Many companies require that employees who receive training make a commitment to stay with the company for a certain length of time. This may be a point for negotiation. You might suggest that a better trained employee is often a happier one and may want to advance within the company rather than leave for another company.

"I don't care if they can read and write well. I need employees who will come to work on time and have good attitudes to work when they get here."
There are jobs which require little reading and writing. But they are becoming fewer. Futurists estimate that by the year 2000, only 2% of jobs will require no reading and writing. The changes in confidence and self-esteem you have seen in people who improve their literacy skills within the community program also affect their attitudes to work and self.

"Everyone here has Grade 12. We don't have anyone who has a problem with basic reading and writing."
The "Grade 12 policy" often does not apply to older workers who have been with the company for many years. Though they may need to prove they have it for advancement in the company, their original application may not tell the whole story. Also, many people in our community literacy programs have Grade 12. This does not guarantee adequate reading and writing skills. The statistics which outline the educational background of the Northern Ontario workforce show that in some communities up to 55% of the workforce do **not** have Grade 12. (see graph in appendix

What are the issues for workers?

Workers do not always welcome questions about their skills and suggestions that they might need training. Be prepared to answer these questions.

"If they find out I can't read well, I'll lose my job."
People need reassurance that their jobs are safe. Get a commitment from the company that people who participate will not be penalized and set things up so that information from the needs assessment is confidential. Reassure foremen and workers who have the respect of the others so the word gets out from an "insider."

"I did terrible in school - and I don't want to go back!"
Many people need to be convinced that they can learn once they are adults. Have a learner from the literacy program talk to the workers about success in learning new things later in life. Also talk about learner-centred curriculum and how much more successful people are at learning new things if they are meaningful and important to them.

"I earn $60,000 a year now - and I can't read and write. Why should I learn? "
This is one of the major barriers to establishing a program in some Northern communities. Many workers make high wages for jobs requiring no literacy skills. They neither want nor feel they need any training for their work.

For the worker it is essential that the idea of a workplace literacy program or any kind of retraining is presented in a way that will encourage participation. If the program is seen as coming from management (imposed from above) the worker is threatened and feels coerced. When workers are involved from the beginning in the planning process - and if certain significant and influential workers can be convinced of the value of the program - the program will be off to a good start.

Chapter Four

Determining Training Needs:

Organizational Needs Assessment
Literacy Task Analysis

Organizational Needs Assessment

The needs assessment is the foundation on which a company can build a workplace literacy program. It must be done as carefully and as accurately as possible. The report which results from an Organizational Needs Assessment (ONA) will be the basis for planning the training or upgrading program for the workplace. If you follow the steps outlined below, you should have a good beginning assessment of communication needs in that particular workplace and be ready to make recommendations about how best to meet those needs.

Organizational Needs Assessment: the Prework

Before you approach the company, plan what you want to do and how you will present your case for an organizational needs assessment. The more you know about your own message and what you want to tell them, the less chance you will get stuck with a question you cannot answer.

Things you might like to find out beforehand:

*what the company produces, does
*where the head office is - Is it American? Are the decisions made at the place you will be meeting or elsewhere?
*how many people work there and something about their jobs
*future plans of the company
*changes likely to happen in the industry
*what training programs are already in place
*what the atmosphere is like in the workplace - physical and psychological

Learning about the company before you go is always possible in a small town where everyone knows everyone else. People like to talk about their work. The Post Office, grocery store, the arena and social events are great places to get the background information you need. Trade journals (e.g. Logging and Sawmilling Journal) and trade newspapers (e.g. The Northern Miner, Northwestern Ontario Business) are also good sources of background information.

The people you talk with during the initial meeting will be encouraged by your interest and knowledge and you will not waste time asking "public-knowledge" questions. Small town people tend to assume that everyone knows what they do and what their industry is all about.

What to Wear:
You should wear clothing suitable to the workplace. If the plan is to meet at the mine or mill, find out what the people you are meeting with wear to work. Work dress in the north is generally more casual than city dressing.

Contact the company:

Cold Call - This is a call made to someone you have never met. Call the head of the personnel department or training department and try to set up an appointment to talk about workplace literacy and the needs assessment model. Sometimes, in small towns, a cold call is impossible. In that case, make a "warm call".

Warm Call - Pick the management person you know best at the company. Suggest that he or she might help you get access to other management people to explain what you want to do.

Mail Out - Send information about WPL to all employers in the area and follow up with a phone call the next week to get an appointment to come in and talk about WPL.

The First Meeting:
Be clear about what you can and will do for the company. Stress the importance of the Organizational Needs Assessment and outline for them how you will do it. Make it clear that all the players (management, labour, foremen, all departments) must be involved and must agree to the process. Offer to do the negotiations after the management have agreed on the message they want to convey concerning the program.

If you remember things best by writing them down, take point-form notes as the first meeting progresses. Be as unobtrusive as possible.
It is also a good idea to carry a small tape recorder with you. You can review the meeting into the recorder as you drive home. This will capture your initial feelings about the meeting and expand the information in your notes. The pocket-sized recorder will also be handy when you come to the needs assessment interview stage of your work.

Develop an action plan:
Often at the end of the preliminary meeting with the company they will ask you to develop a workplan for presentation at the next meeting. Your action plan should outline the work as you see it.

It should also include a presentation to the whole workforce to inform them about the purpose of your presence in their workplace. People will be anxious to know what you are doing there and why you are talking to employees.

A Sample Action Plan

The ALBSU publication Setting Up Workplace Basic Skills Training offers an example of an action plan for the negotiation process which you can adapt tp your situation and share with the employer representative. It will help to clarify ideas and give you a time frame for the process.

Possible Date	Action
	Initial meeting with employer representative to discuss needs and aims.
	Presentation to management
	Presentation to union, employee association
	Meeting with the management, union, project team to get approval for needs assessment.
	Meeting to brief line managers and make practical arrangements for meeting with all the workers.
	Meeting with workers to inform them of the plans and give opportunity for discussion.
	Workplace tour and confidential interviews with employees to assess communications in the workplace and establish individual needs (about 20 minutes each).
	Analyze and evaluate results. Recommendations for training.

What is a Project Team?

A project team might be formed with people from all sectors of the workplace. This would be a committed group of people at a workplace who take the time to plan with you and advise you about the project. This team might consist of the manager, the training person, personnel officer, head foreman or union person; anyone who is key and knows the workplace really well.

Tell the team about the needs assessment process and get them to suggest ways to achieve the best possible data. Keep them informed as you work and ask their advice if things go wrong.

Organizational Needs Assessment: the Process

There are two main parts of each needs assessment; the tour of the workplace and the interviews with employees.

a. The Tour:

One of the important parts of the needs assessment process is a tour of the workplace to see where the people you will interview work. This is crucial to your understanding of the things they say when you talk with them. This is your chance to familiarize yourself with the jargon of the workplace, names of processes and equipment, people who work in particular areas, plant layout and scheduling, and the culture of the workplace. Watch for signs of the general standards in the workplace: housekeeping, maintenance, safety. A tidy workplace and good maintenance are often signs that things are well with the company.

While you are in the workplace, you will see many documents (bulletin boards, pay slips, training manuals, memos, safety posters, check lists for operators, etc.). Your experience with plain writing and with adult readers who are not highly competent gives you a perspective which can be very valuable to the company. If it is possible, take them home and study them.
This review of workplace documents also gives you a background for the questions and answers for the interviews with employees.

b. The Interviews:

Participants:
The interviews with staff are the most important part of the needs assessment. Interviews with a cross-section of departments and job categories is the ideal. Also keep in mind that new and experienced employees should be represented and about 10% of a

large workforce should give the coverage you want. In a small organization, you might want to interview everyone. Group interviews with supervisors, managers, employee relations or safety committees may be valuable sources of information.

The more contacts you have with people in the company, the broader your information will be. The interview with an "old-timer" who is ready to retire will be very different from that with a "new hire" but both will have a valuable perspective on the company.

If you feel nervous about the interview process, start with someone you know. In most northern towns, you will know someone who works in the place you are going to do the ONA. It is much easier to practice on someone who will be tolerant and supportive of your first efforts.

Preparing the questions:

These guidelines are from George Brown College's MWP Implementation Guidelines (Sue Waugh, Leslie Elver, Barb Ward, 1989) with some changes.

1. Introduce yourself and explain the purpose of the interview and how the information will be used.

2. Tell the person that all the information is confidential and will not be used in a way in which they can be identified.

3. Use open-ended rather than yes/no questions.

4. Start with a general question to develop rapport.
"How long have you worked here?"
"What do you do here?"

5. Avoid jargon and unnecessary long words. Use plain speech and make it as close as possible to the way the person speaks.

6. Be aware that your concerns may not be the same as the person you are interviewing. Be patient.

There are some sample questions given at the end of this handbook. They are in Appendix *. Each interview will be different but some uniformity is necessary to ensure that your results reflect the diversity -or unanimity- of opinion on particular questions.

Conditions:
Organize your first few interviews with lots of time in between them. This will give you a chance to review your notes, your questions and your technique. You may schedule about 20 minutes for an interview but be prepared to be flexible. Fit in with their schedule and be prepared to stop an interview if a sudden work

demand interrupts.

All interviews must be cleared through management, supervisors, foremen and time-off negotiated for each interview.

Try to find a quiet, private place to hold the interviews. This may not be possible but your results will be better if your people feel comfortable and safe.

Writing the Report:

First you must sift through all the interviews and find trends. Check them out and ensure that the technique you choose results in a fair and accurate assessment of the communications in the workplace. It is easy to allow your own, or management's, opinions too much weight.

A check-list system will enable you to evaluate how many people actually said what. Go through the interviews and mark each time a certain thing (e.g. "This company doesn't care about our safety") is said. If you interviewed 30 people, and seven said the same thing, this is a significant indication that the belief is widely held among a segment of the employees and should be included in the final report. If only one person said it, he or she may be unhappy working there or be working in an especially dangerous area. Check it out.

Keep in mind that you may be called on to establish a training program or simplify an existing one. You can prepare yourself for this as you write the report.

Once you have the report written, you can prepare your recommendations. For example, in response to workers' concerns about safety in the workplace, you might recommend that (a)the company improve or simplify their communications with employees about safety or (b)improve their safety program or (c)change the workplace so that it is a safer place to work. The recommendations will be based on how the interviewed workers defined the problem and your observations.

As part of your preparation for doing an organizational needs assessment, test your understanding with the following case study. What would you do for Northwest Minerals? Develop a plan of action.

Case Study: A Small Mine

Northwest Minerals is a small company which has started a mine near a community of 4000 people in Northwestern Ontario. They mine underground for gold and employ about 150 people.

These employees work in several departments; underground, lab, office, security and maintenance, management and the mill where the ore is processed. About 60 people work underground, 20 in the mill and the rest are in the other areas. Women work in the office and security areas. All the foremen are male and are experienced miners.

The mine operates on three shifts. Most workers have rotating shifts and some of the supervisors rotate also. Since the mine has been operating for three years, the workforce is new but fairly stable. Last year a union tried to sign up the people at the mine and was not successful.

The training and orientation program for new employees consists of several days with a supervisor and a trial period on a particular job. They are looking for a training supervisor and hope to hire one soon. There has been little organized training for long-term workers. Management is very involved in establishing WHMIS and other legislated training programs. They are also concerned about a new management training package which may not be easily understood by some of the intended participants. They are committed to doing something about Workplace Literacy because they realize that the changes in management style they are planning will mean more people at all levels will be involved in the new "team building" style. This style will involve more oral and written communication between all departments at the workplace. They are willing to go ahead with an organizational needs assessment but are having trouble finding time to form a committee to work with you to begin the process of assessing training needs in the workplace.

Miners are concerned about safety in the mine. There is particular concern about air quality underground. Management and workers realize that employees at the mine may not be ready for the changes in technology which are coming to the industry.

Literacy Task Analysis

Once an Organizational Needs Assessment has been done, Literacy Task Analysis (LTA) might be the next step. It is a way to look at jobs and analyze what skills are needed to do them. There are several different approaches to LTA depending on the reason for the analysis, the nature of the workplace and the needs of the employer.

Glenda Lewe and Maurice Taylor have written a manual which clearly outlines the process. It is listed in the Sources at the end of this handbook. Their work is clear and practical.

Glenda presented several excellent workshops to literacy practitioners in the North on the subject of LTA. At the Thunder Bay workshop in February 1991, she clarified the process with the following key points.

* LTA is part of a process leading to the design and implementation of workplace literacy programs.

* LTA is a means for identifying the basic skill elements within jobs which must be mastered to ensure transferability and promotability.

* LTA of specific jobs will aid employers in determining job skills they are looking for in new hires.

* LTA will enable management and union to design training programs for job incumbents which are relevant and which build upon skills that are actually needed to do a job.

* LTA provides a means for "marrying" basic skills upgrading and technical training into one training package.

* LTA focuses on the fully competent performer of a job. In this way the analyst is able to develop training materials which are designed to train towards a specific standard of achievement.

* LTA can be conducted with a variety of methods and approaches, allowing the company/union to select one or several that fit their particular circumstances.

* LTA can be conducted in such a way that it includes teamwork, problem solving and creative thinking, and personal management skills in adition to reading, writing and numeracy. By using a broad basic skills profile the

training materials which are developed from the analysis will use the key literacy skills to serve broader training needs.

* LTA can be used as a tool in workforce adjustment to identify jobs calling for similar skill levels. This kind of knowledge can be used to redeploy displaced workers.

These key points should be enough to help you decide whether this process is important in your work. If you want to learn more about LTA, contact Glenda Lewe and Maurice Taylor at the address given in the Sources at the end of the handbook.

Setting Up a Training Program

Who are the partners?

To establish a program requires the co-operation and financial assistance of many partners.

1. Management of the company and the workforce.

Negotiations will be necessary to determine who will contribute what. For example, the company might contribute materials, paid time-off, administrative support, a room for the training, etc. The workforce might agree to offer half the training time on their time, peer tutors, help with curriculum development, etc.

2. Ministry of Education, Ontario - Community and Workplace Literacy Branch

Funding is available through the Workplace Literacy Incentive Grants Program to establish programs and run pilot WPL programs. In 1991, there may be funding for literacy programs for workers who have been laid-off under the Labour Adjustment Initiative (Ministry of Labour, Ministry of Education, Ontario).

3. Ministry of Northern Development and Mines

This Ministry encourages training and development projects in the north and has contributed funds for literacy programs to upgrade technology (computers) and provided some capital for offices. They are a good source of information about the economy of the North.

4. Local School Boards

Some northern boards are involved in adult education and have broadened their focus to include workplace literacy projects.

5. Frontier College

They have a long history of programs in the workplace with the labourer-teacher model and have continued to develop training programs for companies, workers and literacy practitioners.

6. Unions

The Basic Education for Skills Training (BEST) program of the Ontario Federation of Labour offers peer tutor and worker education programs in workplaces which are unionized.

7. Community-based Literacy Programs

These programs, though their resources are often limited, have a contribution to make to a WPL program. Some have applied for funding and have pilot projects in the workplace now. Others have expertise and materials which will be helpful to workplace trainers.

8. Community Colleges

Community colleges offer basic skills upgrading classes and ESL. Since what they offer varies from college to college, check what is available.

There may be other sources of funding and co-operation. Many northern towns have Economic Development Offices or Community Futures Committees who are committed to improving the economic base of northern communities. Training is part of their mandate.

Who will do the training?

The quality of the trainer or teacher you choose will help ensure a successful program. A person with community-based literacy experience would bring the following skills to the workplace:

* knowledge of adult learners and techniques for teaching adults.

* sensitivity and experience interviewing people to find out what they want and need to learn.

* organizational skills necessary to do an Organizational Needs Assessment and write a clear report.

* experience in finding or developing learner-centred curriculum and plain writing techniques.

* knowledge of learning styles and ways to develop material related to styles.

* ability to encourage co-operation and teamwork among diverse groups

The same principles that guide our work in the one-to-one learner-centred model of the community-based literacy program can apply in the workplace.

Many company trainers may also have experience teaching adults and would bring a greater knowledge of the workplace to the training planning process. They are also more experienced with the negotiating process.

In the appendix at the back of the handbook, there is a list of criteria for choosing instructors from Worker-Centred Learning: A Union Guide. This publication is also listed in Sources.

APPENDIX

1. Sample job description for Workplace Literacy Co-ordinator
2. Sample time sheet
3. Sample contact sheet for WPL co-ordinator
4. Criteria for Choosing Instructors
5. Sample questions for Organizational Needs Assessment
6. Sample training needs assessment questionnaire for community-based literacy providers
7. What makes northern literacy programs unique?
8. Charts
   a. regional high-school students "Plans after high-school"
   b. regional students "Plans by academic level"
   c. "Highest level of schooling in the workforce
   d. Overview of the steps in Setting Up WPL Program
9. ABC's of Tomorrow's Workforce - a quiz
10. Sources

(i)

Sample Job Description
Coordinator of Workplace Literacy

December 19XX

Prepared by:
Approved by:
Pay Range:

Summary:

The coordinator will establish and coordinate a workplace literacy program and ensure that employers and workers in the area know about workplace literacy and have access to the services of the workplace coordinator.

Reporting relationship:
The coordinator will report to:
(see footnote)[1]

Responsibilities:

Information

The workplace coordinator will:
-become well informed about workplace literacy issues and programs
-raise public awareness about literacy in the workplace by all means including newspapers,radio, presentations to the public, employer and employee groups and individuals, CITC's, Community Futures, Chamber of Commerce, etc.
-visit X number (or %) of employers to inform them about the workplace literacy program and outline the services available from the coordinator

Services

The coordinator will do Organizational Needs Assessments and offer employers the following other services:

-plain writing of workplace documents
-planning of training programs
-finding funding for training programs
-coordinating a project team at the workplace
-anything else?

---

[1] It's essential that this be decided at the beginning. The workplace coordinator may report directly to the Board, or to the community literacy coordinator or to a staff collective. But sort it out right from the start. There are people out there working for - and reporting to- everyone! It hasn't worked well.

Financial
-keeps within the budget for travel and materials designated for the workplace program
-reports all expenses to the Treasurer

Board of Directors
-reports monthly to the Board on the progress of the work
-consults regularly with Board members

Funding
-prepares draft grant applications and presents to the Board for approval
-ensures that completed grant applications are submitted to appropriate funders on time.
-researches and seeks out new sources of funding to support the program

Evaluation
The coordinator will evaluate the program on an ongoing basis in conjunction with board and other staff for program and budget planning purposes

Professional Development
The coordinator will participate in conferences and courses to enhance the program and his/herself as a coordinator as approved by the Board

Other responsibilities
The workplace coordinator may be responsible for other activities as requested by the Board of Directors.

The coordinator will also ensure that the basic philosophy and principles of the community literacy program are carried over into the workplace (e.g. adult learning principles, literacy as a right, etc.)

Working Conditions:
The coordinator shall work a 35 hour week, Monday to Friday. Overtime will be required for Board and other meetings, public information sessions, meetings with employers and workers on shift work and any other events that cannot be scheduled during the regular working day.

Travel will be required to outlying workplaces with all pre-approved expenses paid from program funds.

Workplace Literacy Co-ordinator

Time Sheet

For the two weeks beginning_____

Research											
Computer input											
Presentations											
Meetings											
Workshops											
Activity at WP											
Network											
Travel											
Administration											
Other											
Total											

Compensatory Time

Literacy in the Workplace - Contact Sheet

Date of first contact:_____

Contact_____

Company_____

Address_____

_____

Phone _____

Content of the Discussion

_____

_____

_____

_____

_____

Follow up:

-include date, time, who you talked to, - and write follow up notes for each subsequent contact

_____

_____

_____

_____

_____

_____

Mail Outs: _____

_____

Remember: You may not always be there- someone else should be able to follow your work from your notes. Have you ever taken over from someone who left no records?

Criteria for Choosing Instructors

These criteria can help you identify instructors whose teaching approach would support your union's objective of a worker-centered classroom.

- Are the instructors experienced in teaching basic skills to adults?
- Do they have experience with a nontraditional approach to adult education — using teaching materials and curricula that aren't school-based?
- Have they actually taught in a non-school setting, such as a union hall or a workplace? (It may be hard to find instructors who have that kind of experience.)
- Are they sensitive to workers' needs and concerns as learners, including an understanding of the skills workers use in their jobs and in their personal lives?
- Are they union members? How knowledgable are they about unions?
- How well do they know the industry and jobs in which your members work?
- Are they comfortable using a variety of teaching approaches to meet the different learning styles of different individuals?
- Are they aware of and sensitive to cultural differences that may exist among your members?
- Are they flexible and willing to cooperate with the union in shaping the curriculum?
- Will they approach learners as equals in a collaborative learning process?

From Worker_Centred_Learning: A Union Guide , AFL/CIO, p.74

Interview Questions for Organizational Needs Assessment

Workers/Staff:

1. How long have you been working here ?
2. How many people work in your area?
3. What kind of changes have you seen in your time working here?
4. Tell me what you do on a typical shift/work day.
5. What sort of reading, writing, math do you have to do in your job?
6. What kind of orientation/training do you get here ?
7 What do people get promoted here?
8. The company is interested in offering courses for employees--workplace reading and writing and perhaps math skills. How useful would courses like these be?
9. Who might be interested in attending these?
10. What do you think should be included in these courses?
11. Do you have any suggestions for how communication could be better at the workplace?

Questions developed by Sue Waugh for Geo. Brown College Literacy Institute 1989

Management:

1. How long have you been working here ? What kind of changes have you seen in your time working here?

2. What's a typical day like in the life of a supervisor/ manager?.

3. How many people work for you ? What do they do? What cultural groups are represented in your staff? (What's the impact of a multicultural workforce?)

4. What sort of reading, writing, math do your employees have to do in their job?

5. What kind of training do employees get here ?

6. What other kind of training, if any, would be useful for employees ?

7. What kind of orientation/training do employees get when they start working here? How effective is it?

8. How do people get promoted here ?

9. The company is interested in offering courses for employees--workplace reading and writing and perhaps math skills. How useful would courses like these be?

10. How many employees do you think would be interested in attending these? What should be included in these courses?

11. How could communication be improved at the workplace?

Questions developed by Sue Waugh for Geo. Brown Literacy Institute 1989

Union Representatives:

1. How long have you been working here? What kind of changes have you seen in your time working here?

2. What do you do here?

3. Describe your responsibilities as a union representative.

4. What kind of concerns do employees bring to you?

5. What sort of reading, writing, math do employees have to do in their job?

6. What kind of orientation/training do employees get when they start working here? How effective is it?

7. How do people get promoted ?

8. The company is interested in offering courses for employees--workplace reading and writing and perhaps math skills. How useful would courses like these be?

9. How many employees do you think would be interested in attending these?

10. What should be included in these courses?

11. How could communication be improved at the workplace?

Sue Waugh, George Brown Literacy Institute 1989

Workplace Literacy Questionnaire
NEON - Literacy Northwest
Training Needs Assessment
May-June 1990

The following are a few suggestions for training subjects which may help you clarify your thinking about Workplace Literacy (WPL) and the things you might want to learn about it.

There are several ways we can offer this training. We'd like you to think about each thing and indicate how you would like us to deliver it. Put a one (1) in the square if you want print material mailed to you. Put a two (2) in the square if you think a face-to-face workshop would be best. Put a three (3) in the square if you think a teleconference would be best for that subject.

1. Print 2. Workshop 3. Teleconference

General:

- [ ] Definition of WPL
- [ ] Understanding the historical context
- [ ] Information about other regional, provincial, national, WPL programs

Exploring links between community-based and WPL programs:

- [ ] Differences between community-based and workplace programs
- [ ] Potential relationships between community-based and WPL programs
- [ ] Role of community programs in educating companies, employers about literacy issues

Literacy and Economic Development:

- [ ] How to study economic development (ec dev) trends in my area
- [ ] How literacy skills of workforce affect ec dev issues
- [ ] Role of community-based program in economic development issues
- [ ] Learning to "map" my community - gathering data - demographics, economic development plans, etc.

Training Needs Questionnaire Continued.....

Specific WPL tasks and skills:

- [ ] Learn how to audit a workplace to identify literacy and numeracy skills needed to work there.
- [ ] Learn how to conduct a job task analysis and make a literacy needs checklist for the job
- [ ] Learn how to approach employers, managers etc. about WPL issues
- [ ] Understanding the legislation relating to workplaces e.g. UIC, WHMIS, WCB
- [ ] How to adapt, simplify or create specific WPL materials for either community or workplace literacy programs.
- [ ] Plain Writing as it relates to helping companies look at their communications in the workplace

Anything else you can think of?...write it below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please use the enclosed SAE and return this as soon as possible.

Your name:_____

Program name:_____

What makes northern programs unique?

Northern Ontario still has many single industry towns. If the largest employers left, few of these small communities would have enough economic base to sustain the present population. In Terrace Bay and Schreiber, for example, the Canadian Pacific Railroad and Kimberly Clark of Canada (pulp mill) employ 1567 people in a total population of 5500. The other big employer is Minnova, a mine. Though the latest statistics show that for all of Northwestern Ontario social services are the major employer, for the area outside Thunder Bay forest products and mining remain the major employing industries.

These communities which depend on one employer are widely scattered and commuting to the next town for work is not always possible.

What is true for my part of Northwestern Ontario is true for other small towns across this country. The towns we love to live in - and do not want to leave - are not yet diversified to the point where they can sustain themselves economically if the major employer pulls out. Community Futures Committees and Economic Development Offices have been established in many small towns to try to diversify the communities so they will be viable even if the major employer is gone. These committees and offices show the commitment of municipal, provincial and federal government towards a new vision of the northern community. The new northern community will be one where we can live and work even if the major employer leaves.

Atikokan is an example of a community which refused to give up when its mines closed. The community is still viable more than a decade later and continues to search for innovative ways to ensure that the people who want to stay there have the work and services they need. Elliot Lake is a more recent example of a community where massive lay-offs put the people in a position where they had to decide what to do next. Many people there have chosen to stay and find solutions in training and diversification. Our sense of community and strong affinity for the land give us the impetus to look for innovative solutions to problems in the north.

Quetico Centre, a residential learning centre near Atikokan, is providing oportunities for northern people to look to the future and find innovative solutions. In November 1990, the Centre hosted a Forum on the Socio-Economic Health of Northwestern Ontario and it also offers a continuing series of Innovative Leadership Seminars. Many leaders in the region have attended these and continue to look for solutions for the region (NWO) and for their communities.

This new vision will make new demands on us if we wish to remain.

Community literacy programs have begun in many small communities. Some arose from existing English-as-a-Second-Language courses. As the flow of immigrants to the north slowed, the need for basic literacy became more apparent. Most of the community-based literacy programs are one-to-one learner-centred models with volunteer tutors. Most programs, as would be expected with the helpful community-oriented spirit of northern towns, have more tutors than they can use. The Ministry of Education (Ontario) is providing funding for staff and materials through the annual Ontario Community Literacy grant program.

These community-based literacy programs are meeting the needs of some of the population but their confidential nature does not encourage the development of a training culture in the community. Literacy needs are seen as something to be hidden even from your best friend. And in many small-town literacy programs, this is one of the greatest challenges for a literacy co-ordinator or tutor. When everyone knows everyone else - and what car he or she drives - it's difficult to keep a secret.

Another unique feature of life in the North is the "everyone knows everyone else" culture. This is a strong reason for living in the North for many people. The community supports and strengthens individuals. But it also sets up barriers for people who want to hide their literacy needs.

Many people will not approach a literacy program especially in a small town where everyone knows everyone else. In many cases, people see no need to become involved. The need for education is not apparent until some significant change happens in their lives. Significant change in our region is often imposed from without - layoff, strike, mechanization, poor economic conditions resulting in little work available, new technology, job promotion. People will not look to the future until they must. If they make good money and can foresee no great changes in their workplace, they are content with things as they are. These attitudes are passed on to their children many of whom still seem to expect that they will be able to go directly to the workforce from high school. (See Confederation College survey of students in NWO - Charts section of the Appendix). The same barriers exist for the establishment of Workplace Literacy programs in the North.

The Ministry of Education in Ontario saw a need for literacy programs in the workplaces of Ontario in 1989 and offered incentive grants for employers and community-based literacy programs to establish Workplace Literacy programs in the province. These were targeted at the employed. Now attempts are being made to provide services to the unemployed as well. The Workplace Skills Project in Atikokan is an example of a project

where they went from an employed workforce to an unemployed one in a few weeks late in 1990. Elliot Lake has also met the challenge of establishing upgrading programs for a largely unemployed, or transitional, workforce.

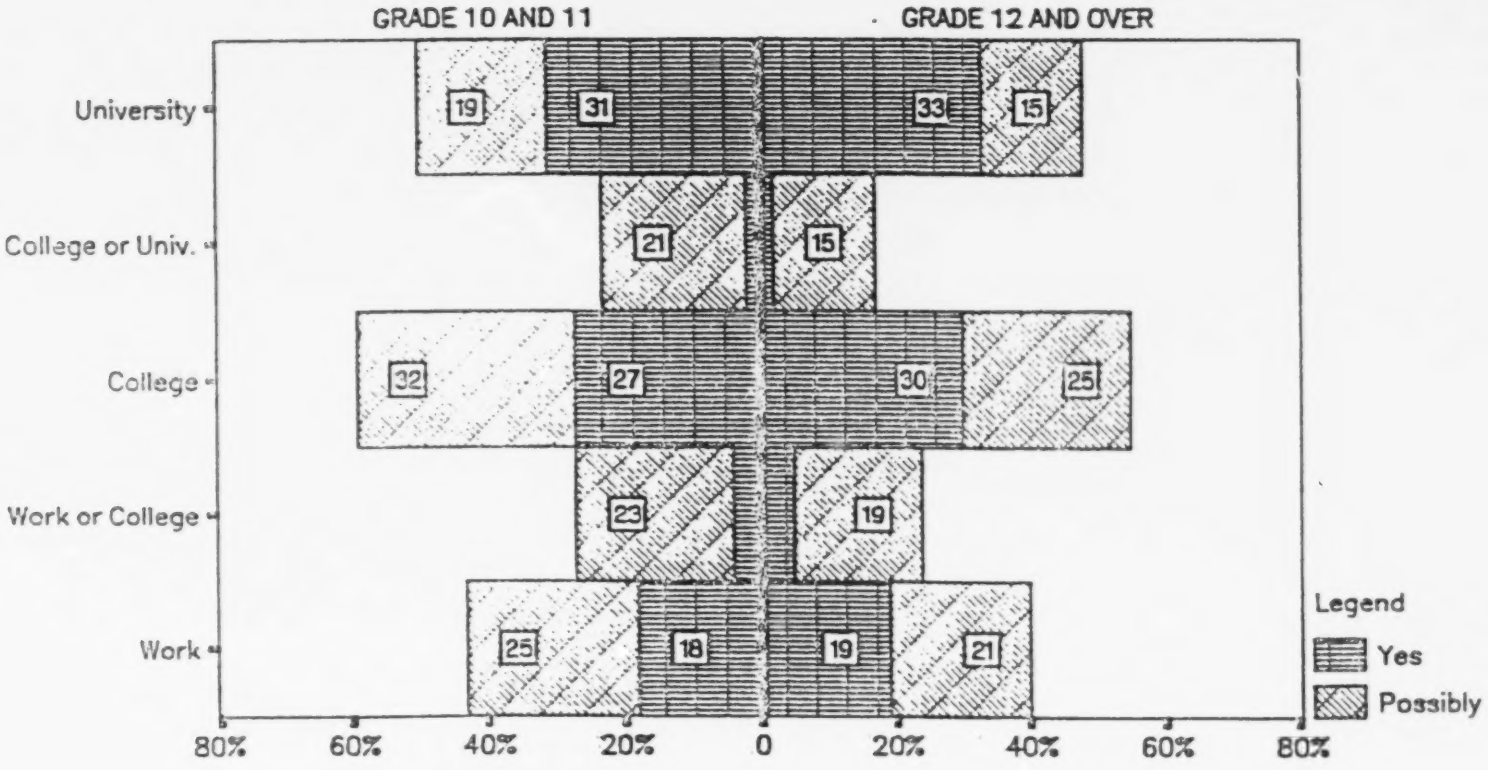
Employment Canada is becoming a partner in training in some communities in the north where layoffs have left people reeling. Employment and Immigration Minister Barbara McDougall announced in January 1991 that literacy and numeracy training could be undertaken by UIC recipients without jeopardizing their benefits. This is a good thing for people who were previously ineligible for training under the Workplace Literacy Incentive Grants system of the Ministry of Education.

There is a chart included in this appendix which shows the education level of the workforce in several towns in Northwestern Ontario. These figures, combined with a 30% drop-out rate from High Schools in Ontario - and about 40% of Grade 10, 11 and 12 students "definitely or maybe" expecting to go directly to the workforce in Northwestern Ontario - concern northerners who are involved in adult education and workforce training. Fewer young people are entering the workforce than in the past and this will mean that employers will have to rely on their existing workforce. Seventy-five percent of the workforce for the year 2000 are already working. Retraining will be essential.

Solutions for the north will come from northern people. As government decentralizes, communities and municipal governments are taking responsibility through Community Futures, Economic Development Offices and Industrial Training Committees for assessing needs in the community and trying to establish programs to meet those needs. The community-based solution may be the best one for the north.

PLANS AFTER HIGH SCHOOL

Regional High School Students



Percentage of students

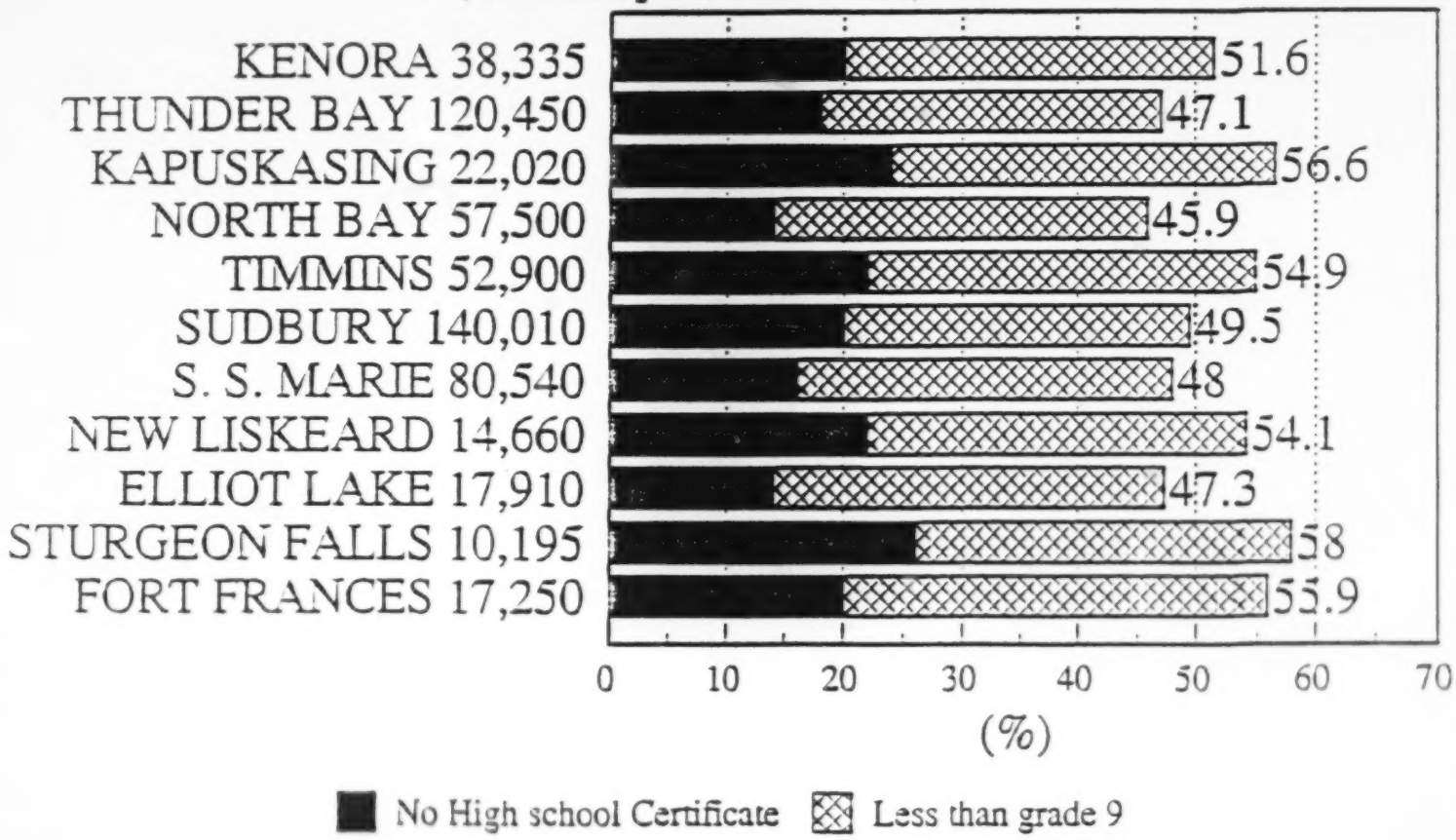
REGIONAL SURVEY PROJECT

CONFEDERATION COLLEGE OF APPLIED ARTS & TECHNOLOGY

JUNE 1990

HIGHEST LEVEL OF SCHOOLING IN THE WORKFORCE, 15 YEARS AND OVER

(Total Population = 571,770)

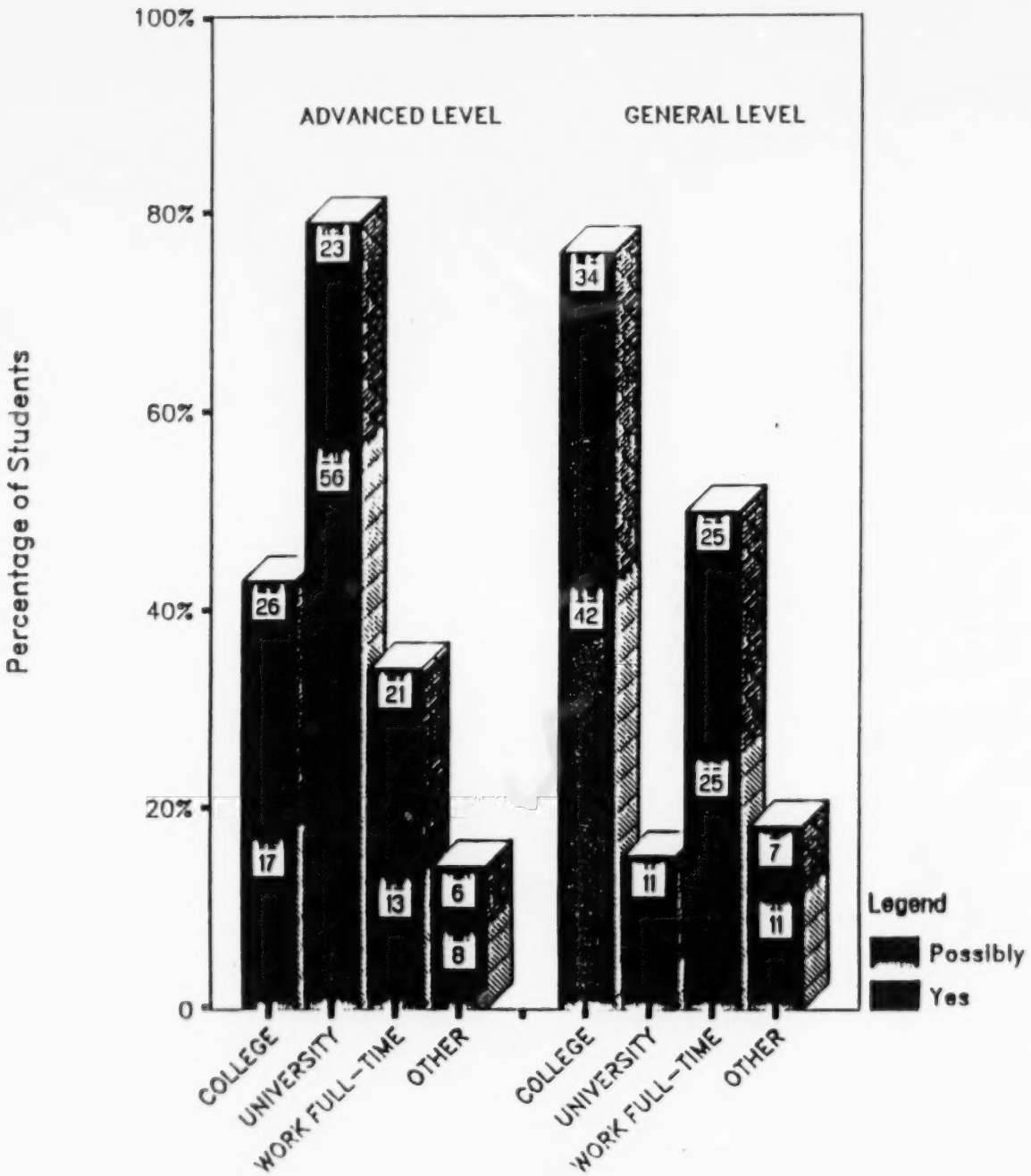


Quetico Centre 1990

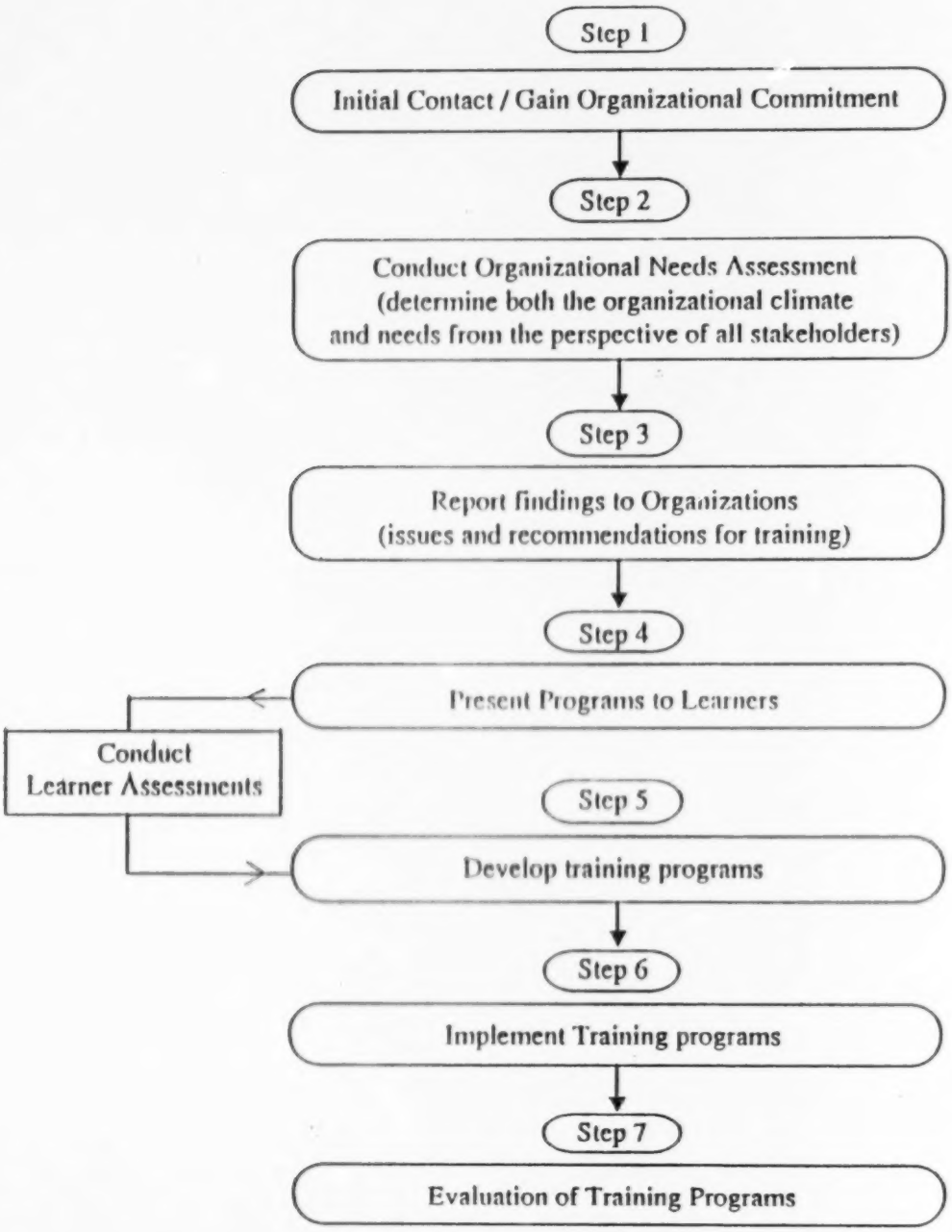
Figure 4.6

PLANS: BY ACADEMIC LEVEL

Regional High School Students



An Overview of the Steps in Setting up a Workplace Literacy Program



Sue Waugh Consulting - 1989

Public Presentations on Workplace Literacy

The ABC's of Tomorrow's Workforce quiz which follows is an excellent way to get people thinking about the issues relating to workplace literacy. I have used it with school classes and with community groups as well as literacy practitioners at workshops. You can make up a more local version by getting stats for your own region or town from Municipal Offices, Economic Development Offices, or Ministry of Northern Development and Mines.

The ABC's of Tomorrow's Workforce

Circle the correct answer

1. Statistics Canada predicts that the number of young people in Canada will decline from 12.2% of the population in 1986 to a. 11.1% b. 10.3% c. 9.4% in 1996.

2. General Motors reports that today they employ one skilled worker for every 5.6 assembly-line workers. In 20 years they predict this ratio will be
a. 1 to 1 b. 1 to 2 c. 1 to 4

3. Both Ford Motor Company and General Motors require
a. Grade 10 b. Grade 12 c. 2 years of college for entry level on their production lines.

4. a. 68% b. 81% c. 95% of the population of Japan have the equivalent of 2 years of college in the United States.

5. Japanese students are a. 3 years b. 1 year c. 4 years ahead of Canadian students in concepts of mathematics.

6. In Canada, a. 72% b. 85% c. 90% of 17 year olds are still in school or training.

7. In Japan, a. 94% b. 86% c. 100% of 17 year olds are still in school or training.

8. On average, a. 22% b. 50% c. 6% of the working age population in Northern Ontario do not have a high school diploma.

9. By the year 2000 only a. 2% b. 5% c. 10% of all occupations will require no reading at all.

10. Most blue collar workers need to read work-related material a. 30 minutes b. 97 minutes c. 110 minutes each day.

11. The number of youths in the workforce will a. decline by 25% b. increase by 25% in the next 10 years.

12. The Ministry of Education estimates the drop-out rate at a. 17% b. 25% c. 32% from public and private schools in Ontario.

13. The income of literate adults is a. 25% b. 30% c. 44% higher than for illiterate adults.

14. General Motors will spend a. $50 million b. $125 million c. $250 million in the next 5 years educating its employees.

Prepared by Audrey Anderson, Northern Literacy Project,Sudbury, 1990.

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Sources

For more information about Organizational Needs Assessment, contact:
Sue Waugh Consulting
150 Ruskin St.
Ottawa, Ont
K1Y 4C1

For more information about Literacy Task Analysis, contact:
Glenda Lewe
Labour Policy Analyst
530 Laurier Ave. W. Ste. 2301
Ottawa, Ont
K1R 71

Publications:

Teaching English in the Workplace
M.E. Belfiore, B. Burnaby
OISE Press 0-7744-0290-3

A text which covers many WPL issues and techniques. Will give anyone a good overview of what WPL is. Includes negotiation, needs assessment, developing materials, assessment and evaluation.

Communication for the Workplace in Sudbury
A. Anderson, D. Goforth
Sept. 86 - Personal copies

A report which clearly outlines the steps taken to establish one Communications for the Workplace Project in a multi-cultural small northern city. "The goal of this report is to provide the new trainer with a practical model of how to integrate research findings into a specific program."

Initial Assessment in Employment Training
ALBSU Newsletter No. 36
Literacy for the Workplace
ALBSU Newsletter No. 34
Workbase Materials Pack
Workbase/ALBSU production 1988

Valuable information on literacy and numeracy needs assessment for workplace training. Very clear presentation. The Workbase Materials Pack is a basic skills and education package for manual workers with worksheets which could be adapted for the Canadian workplace.
Available from:

Adult Literacy and Basic Skills Unit
Kingsbourne House
229/231 High Holborn
London WC1V7DA

The Bottom Line: Basic Skills in the Workplace
U.S. Dept. of Labor & Dept. of Education

Excellent look at the changing nature of jobs and the demands this will make on both workers and management in the U.S. This also has an excellent list of resources at the end.
Available from:
Office of Public Information, Employment and Training Administration, U.S. Dept. of Labor, 200 Constitution Ave. NW, Room 52307, Washington D.C. 20210

Workforce 2000: Work and Workers for the 21st Century
The Hudson Institute June 1987

Basic information on the job market in the U.S. and the changing needs there.

Workplace Literacy - Status and Approaches
Glenda Lewe - October 1989 Algonquin College

An excellent paper defining what "workplace" literacy is and showing a few different responses to addressing the need for well-planned, co-ordinated programs. Glenda's work has continued since this was published. Her latest, written with Maurice Taylor, is the **"Literacy Task Analysis Manual"** (1990) and **"Practitioner's Guide to Workplace Literacy"** (co-edited with Taylor and Draper) which will be ready in 1991. Her work in literacy task analysis is clear and easy to understand.

How to Gather and Develop Job Specific Literacy Materials for Basic Skills Instruction - A Practitioner's Guide
Drew, Mikulecky, Pershing
Spring 1988 $12 US

Practical how-to information about going into a workplace and doing the work. The first part offers a general approach to the company. The rest is very detailed about developing the actual workplace materials for use in a training program.
Available from:
Vocational Education Services
Indiana University
840 State Road 46 Bypass Room 110
Bloomington, IN 47...

Worklife Transitions - The Adult Learning Connection
Paul E. Barton 1982 McGraw Hill

Very useful but a bit academic. History of Workplace Education in the U.S. but has relevance for Canada too. Trends in workers' education movement. Available from Inter-Library Loan in Ontario.

Worker Centered Learning: A Union Guide to Workplace Literacy
written by Anthony R. Sarmiento and Ann Kay.

It has a excellent list of questions to ask in a literacy needs assessment and warns about the dangers of task analysis in situations where the worker might feel under threat. It is very worker-oriented and gives the reader a new sense of literacy from the worker's point of view. Worth the hassle of buying an American money order for $5.50.
Available from:
AFL-CIO Human Resources Development Institute
Attention: Workplace Literacy
815 16th St, NW
Washington D.C. 20006

How to Set Up Literacy and Basic Skills Training in the Workplace
Ontario Ministry of Skills Development, 1989

An excellent, clearly written guide which is great for telling employers what literacy in the workplace is. It was written with the help of a great many people in the field and the steps are clear and practical. A revised version of this is planned for 1991.
Available from:
Ministry of Education
Community and Workplace Literacy Branch
6th Floor 625 Church St.
Toronto, Ont M4Y 2E8

Setting Up Workplace Basic Skills Training: Guidelines for Practitioners
written by Libby Rees
ALBSU, 1990

Clear well-organized guide to setting up a basic skills training program in the workplace. Some adaptation necessary to reflect the situation in Canada.
Available from:
ALBSU
address above

Videos:

Best for Us
Ontario Federation of Labour 1989

A video telling about the OFL BEST programme available from your local BEST co-ordinator. BEST offers union/management sponsored literacy training through peer tutoring in the workplace.

Literacy in the Workplace
Penn State University 1990

204 Calder Way, Suite 209
University Park, PA 16801

A 14 minute video which is useful for public presentations. Penn State is also a good source of other literacy materials.